# A STUDY OF ELEMENTARY TEACHER EDUCATION IN HIMACHAL PRADESH

"*All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his/her responsibilities effectively can be called teacher education*"( Goods Dictionary of Education).

Throughout the ages, teaching is considered as the noble profession throughout the world and the society is immensely grateful to the teachers for the responsibility that they carry for the shaping the destiny of the nation by the education of young generation. Therefore, teachers should have high academic and professional competencies. The development of any democratic country depends on the status and performances of teachers. The large numbers of 'Teacher-Education' institutions have been set up after independence in our country, but they could not produce effective teachers.

Teacher education now considers every aspect of student-teachers' personality. It provides the necessary philosophical, sociological, psychological and pedagogical bases of education and practice in teaching to the prospective teachers so as to equip them with knowledge, competencies and skills related to teaching. Teacher education programmes are supposed to prepare the teachers to guide the learners and to lead the learning process beneficially.

## Teacher Education after Independence

With the attainment of independence in 1947 India entered a new phase of development. The changed social, economic and political conditions necessitated a restructuring of the system of education as well as the teacher education. The government of India with an intention to revamp the educational scenario appointed a good number of committees and commissions.

### NATIONAL COMMISSIONS AND COMMITTEES ON TEACHER EDUCATION IN INDIA

### (a) University Education Commission (1948-49)

This commission was constituted in 1948 and Dr. S. Radhakrishnan was appointed chairman of this commission. The main aim of this commission was to make suggestions for

the improvement in Higher Education programme in India. The Commission noticed that curriculum offered in teacher training institutions was similar but the mode of implementation was different. This commission recommended restructuring of the teacher training programme in India. It also suggested that trainees need to devote more time to school experience programme and it should be given due weight

**(b) The Secondary Education Commission (1952-53)**

Under the chairmanship of Dr. A. Lakshmananaswami Mudaliar, the Secondary Education Commission presented one of the most important educational documents of free India. It recommended dynamic methods for teaching and suggested that the teaching should be shifted from verbalism and memorization to learning through 'activity method' and 'project method'. The Commission made specific guidelines for the teacher preparation also.

**(c) Kothari Commission (1964-66) Education Commission**

Under the chairmanship of Dr. D.S. Kothari, an Eminent Indian Educationist had an international Composition with eleven Indian members and five others each from France, Japan, U.K, U.S.A., and U.S.S.R. The Commission made the following important "recommendations on teacher education:

1. Removing the isolation of teacher training: teacher education must be brought into the main stream of the academic life of the Universities on one hand and of school life and educational developments on the other (p. 622).
2. Improving professional education: the essence of a programme of teacher education is 'quality'. This can be done through (i) organisation of well-planned subject orientation (ii) introducing integrated courses (iii) vitalizing professional studies and (iv) using improved methods of teaching (p. 622).
3. The course duration should be minimum two years for Primary school teachers and one year for secondary school teachers.
4. In-service education of school teachers-Programmes of in-service education for teachers should be organised by Universities, training institutions and teachers' organisations for teachers at all levels (p. 624). "

**(d) National Policy on Education (1968**)

Incorporating the recommendations of Education Commission (1964-'66), the National Policy on Education (1968) was announced by Government of India. The policy

made recommendations regarding the service conditions of teachers, academic freedom of teachers and in service education.

**(e) National Commission on Teachers (1983-85)**

This commission was appointed by the Government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya, made a number of recommendations for the improvement of educational process. Regarding the selection of trainees for the teaching profession, the Commission suggested that (as cited in Rao, 1998) "the following factors may be taken into consideration:

1. Good physique;
2. Linguistic ability and communication skills;
3. A fair degree of general mental ability.
4. General awareness of the world;
5. A positive outlook on life; and
6. Capacity of good human relations" (p. 209).

This commission also recommended the professional training of pre-service teachers with introduction of foundation courses like Educational Psychology, Educational Philosophy, Sociology of education, educational Technology. It also suggested that practice teaching should be an integral part of the training and pupil teachers should also learn variety of skills which are related to their profession

**(f) National Policy on Education (1986)**

The government of India set forth a Educational Policy in 1985. Accordingly National Policy on Education was produced in 1986. It made the following important recommendations on Teacher Education.

1. The new knowledge, skills and favorable attitudes should be developed among teachers to meet the present needs.
2. Orientation of teachers should be a continuous process of teacher education.
3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

Besides the aforementioned Commissions on education a number of national level committees were appointed like National Committee on Women's Education, 1958

(Chairman: Smt. Durgabai Deshmukh), Review Committee on Education, 1960 (Chairman: Prof. N.K. Sidhanta ), Study Group on the Training of Elementary Teachers in India, 1961 (Chairman: Sri. Raja Roy Singh), Committee for Review of National Policy on Education-1986, 1990 (Chairman: Shri Acharya Ramamurti), Committee of National Council for Teacher Education on Distance Education Mode, 1990 (Chairman: Prof. M.B. Buch), Committee of University Grants Commission on B.Ed Correspondence, 1993 (Chairman: Prof. Ram Lal Parikh) and Committee of NCTE on Different Modes of Education Used for Teacher Preparation in India, 1995 (Chairman -Dr. R.C. Das).

Keeping in view the recommendations of various commissions and committees on Teacher Education, many noticeable changes were brought about in the country. Education was regarded as one of the basic sectors of the economy and due importance was given to it in all five year plans. As a result, a number of steps have been taken by the Government of India for the improvement of education system. Hence, Teacher education has been highlighted as the back-bone of the education system.

## IMPORTANT LANDMARKS STRENGTHENED TEACHER EDUCATION IN FREE INDIA

### (a) Conferences of Training Colleges

The first conference of colleges of teacher training was held in Baroda in the year 1950. The agenda of discussion was training programmes and functions of training colleges. The second meeting was held at Mysore in the year 1951. In this meeting the term “Teacher Education”

**Establishment of National Council of Educational Research and Training (NCERT) and Regional Colleges of Education:**

The National Council of Educational Research and Training (NCERT) was set up in 1961, merging Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education. The Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore were established under the auspices of NCERT in 1963.These regional colleges were meant to integrate professional and general programmes by organising content-cum-pedagogy courses of four-year duration.

**(b) Establishment of State Councils of Educational Research and Training:**

State Council of Educational Research and Training were established during 1960s. One of the major functions of these councils was the control and supervision of elementary teacher training programmes.

**(c) Establishment of National Council for Teacher Education (NCTE)**

The Ministry of Education, Government of India established the National Council for Teacher Education (NCTE) in 1973, for maintaining the standards of teacher education in the country. But NCTE could not function effectively till 1993, when it was given the statutory status as an apex body at national level. The main functions of the NCTE are: -

- To survey the whole field of teacher education at all Levels and suggest ways and means of improvement of the same.
- To co-ordinate the activities of State Councils.
- To suggest proposals to Central ministry for planned development of teacher education in the country.
- To promote measures for improvement of standards of teacher education in the country.
- To co-ordinate the researches in education at national levels.
- To plan and sponsor in-service training programmes for teacher educators.
- To maintain international contacts in the field of teacher education.

Now NCTE assures the quality, and regulates the quantitative growth of teacher education institutions in the country; as it is the sole authority to give recognition to teacher education institutions.

**(d) Establishment of District Institutes for Educational Training (DIETs)**

The District Institutes of Education and Training (DIETs) were established as a development of the National Policy on Education, 1986. They are the main supply institutions for the initial training of elementary teachers in most states in the country. Now DIETs function in multiple sectors of Teacher Education viz. Pre-service and In-service teacher trainings and professional development, Planning and Management, Curriculum Material Development and Evaluation, Research, Monitoring and Supervision etc.

Besides the establishment of various councils and apex bodies, schemes like District Primary Education Programme (DPEP), during 1990s and SSA in 2001, NCF2005, RTE-Act

and NCFTE 2009 various curricular reforms, made their own impact on the teacher education system from time to time. Now the teacher education in the country has grown up to conduct a number of courses at various levels.

## TEACHER EDUCATION AT ELEMENTARY LEVEL

The elementary teacher education is meant for preparing teachers for elementary schools. In most of the states of the country the elementary teacher education is of two years duration with distinct nomenclature like Trained Teachers' Certificate (T.T.C.), or Junior Basic Teachers' Training (J.B.T.), or Diploma in Education (D.Ed.) or Teaching Diploma (T.D.). Normally the first year of the course is devoted to the subject-matter and second year to the methodology of teaching.

## TEACHER EDUCATION IN HIMACHAL PRADESH

Education enriches a society and teacher education enriches it more because the qualitative improvement of a society depends primarily on quality teachers and teaching (Chakrabarti, 1998).

"*A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions*" (Report of the Education Commission 1964-66, 1970, p.124).

The desire of increasing number of people to come to the 'umbrella of education' resulted in the need for formal training of teachers. For long, it was generally accepted that acquisition of relevant knowledge base was sufficient for good teaching and the rest could be learnt during the job practice. Now it is recognised that besides knowledge, various skills and competencies related to teaching are inevitable for a teacher to discharge his/her duties effectively. Usually these skills and competencies can be developed only through professional training. Teacher education can be broadly classified into two types

i. In-service teacher education and
ii. Pre-service teacher education

In-service teacher education refers to the programmes meant for 'professional growth of teachers who are presently in 'service'. It provides training to teachers to deal with the curriculum, and teaching techniques and methods which undergo changes from time to time.

It also equips teachers with current knowledge and developments in the subjects they dealt with. Pre-service teacher education refers to the various programmes meant for the preparation of teachers to teach at different stages in schools like pre-primary, primary or elementary, secondary and senior secondary. In Himachal Pradesh there are many courses of teacher education for all categories of teachers run by various institutions of teacher education and by Himachal Pradesh University Shimla, offering diplomas and degrees.

**Brief History of Pre-service Teacher Training Programme in Himachal Pradesh**

Pre-service teacher education refers to the preparation of teachers to teach at different level of education system. The teacher training programme was first started in the year 1951 when a government basic training school was started at Solan to meet the shortage of JBT in schools. The duration of the course was one year. A Sanskrit pathsala at solan affiliated to Punjab University was imparting education to Shastris long before the formation of Himachal Pradesh. An orientation college, Shri Brahman Sabha Sanskrit College, Shimla was functioning in 1917. It prepared the students for visharad and Sashtri examinations. Junior Basic Training classes extending over two years were started in Government Training College for Women at Shimla; Government High School at Kandaghat and Sabathu. There was one training centre at ST. Bedes College for training of Pre- primary school teachers. One basic training school was opened in 1955 at Nahan and another was opened in Dharamshala in 1956. Here, it is worth mentioning that after the adoption of National Policy of Education 1986, a centrally sponsored scheme for reconstructing and reorganization of teacher education is being implemented since October 1987. One of its components is establishment of DIETs. In pursuance of this scheme in 1995, seven DIETs started functioning in i.e. Chamba, Dharamshala, Hamirpur, Mandi, Nahan, Shimla and Solan. Four DIETs viz Bilaspur, Kullu, Una and Kinnour became functional in 1996. DIET Lahul- Spiti was established in the year 1999. All DIETs are affiliated to HP Board of School Education Dharamshala.

**Present Status of Pre-service Teacher Education in Himachal Pradesh**

In the state of Himachal Pradesh the primary teacher education is of two years duration. Normally the first year of the course is devoted to the subject-matter and second year to the methodology of teaching. This training leads to a certificate or diploma under the

name of Junior Basic Teachers' Training (J.B.T.), recently name of JBT course is now renamed as Diploma in Elementary Education (D.El.Ed.) (after 2009). This pre-service course of primary teacher education is affiliated to Board of School Education Dharamshala. These courses are carried out by all DIETs and various private colleges of teacher education in Himachal Pradesh. These institutions are under the control of Director Elementary Education Himachal Pradesh. There are three different state level agencies which are associated with the management of DIETs these are: 1) Directorate of Elementary Education which has administrative control over the DIETs. 2). Directorate of Secondary Education which deputes the teachers, to be appointed as teacher educators in DIETs, on the request of Directorate of Elementary Education. 3). H.P. Board of School Education which is mainly concerned with the framing of curriculum and conduct the Examination. To teach VI onward classes B.Ed. for Trained Graduate Teachers and PGTs, Language Teacher training Diploma for Hindi teachers and Shastri Diploma for Sanskrit teachers is required qualifications to become a teacher at this stage along with Teacher Eligibility Test (TET).

Presently there are 74 B.Ed colleges out of which 9 colleges also run the M.Ed. programme including Himachal Pradesh University and 31 D. El. Ed/ JBT institutes including 12 DIETs in Himachal Pradesh. These DIETs are established in every District imparting two years D.El.Ed. Courses for primary teachers and other 19 institutes are managed by private agencies. The B.Ed. and M.Ed. courses are carried out in colleges of teacher education managed by governments, some private educational agencies under Himachal Pradesh Universities Shimla.

The state of Himachal Pradesh is committed to restructure its teacher education programmes and it has already initiated the process of curriculum re-designing based on state and national policies and guidelines.

## REVIEW OF RELATED LITERATURE

In any research, review of previous studies conducted in the field is essential. It helps the investigator to know the status of the phenomenon, find the gaps in knowledge and avoid needless repetition of study. With the help of survey of related studies, the investigator gets an idea about theories and their explanations, method of data collection and analysis of data and findings of various studies already conducted in a particular field. The theoretical and empirical framework from which the problem arises must be

reviewed for this purpose. The few studies which the investigators could lay their hands on are described below:

**Banerjee (1967)** studied the training of primary teachers in India and revealed that there are weaknesses and shortcomings in the professional education of primary teachers and vigorous attempt are needed to put the programme on the right track. In the new age, the school teachers and the training institutions had to play a great role in the changing the old pattern of education.

**Sinha (1980)** conducted a study on the impact of teacher education programme on the professional efficiency of the teachers. He revealed that in the sphere of professional efficiency, trained teachers were better than untrained teachers in the knowledge of the subjects, preparation for teaching, self-confidence, voice, pronunciation, facial expressions and in actual classroom teaching taken as whole. The trained teachers were found to be better than the untrained teachers about the appropriateness of aims of teacher education programmes, its organizations, use of devices, presentation, questioning, answering, students' cooperation and participation and effective closure. However, the two groups of teachers did not differ significantly in maintaining good interpersonal relations, guiding students' participation in the activities of associations, committees, community life and co-curricular activities.

**Srivastava (1982)** conducted a study on the effectiveness of the teacher education programme of Avadh University. The study revealed that the directions of the Government regarding staff strength, student teacher ratio and qualification of teaching staff are not obeyed. The teacher education institutions under study were characterized by high rate of wastage and non uniform procedures for organizing practice teaching and inadequate facilities for staff and students.

**Raj (1984)** reported that the nature of the organization and administration of student teaching programmes showed considerable diversity in terms of practices. The investigator further pointed out the inadequacy of practice teaching and improper use of teaching aids.

**Syag (1984)** conducted a study on teaching competence of pre-service and in-service teachers trained through different treatments of micro teaching (Syag, 1984) .The main objectives of the study were to find out the relative effectiveness of three different training approaches:

- peer feedback in the Standard Microteaching Group (SMT),

- peer-cum-audio tape feed back in the Modified Microteaching Group (MMT)
- College's supervisor feed back in the Traditional Student Teaching Group (TSP) upon General Teaching Competence (GTC) - of teachers measured at different occasions during their pre-service and in-service stages.

The samples were drawn from trainees studying in B.Ed. The major findings were that peer feed back in the SMT group and peer-cum-audiotape feed back in the MMT group had equal effect, but it was better than the TSP group, on the development of general teaching competence and competencies in specified skills.

**Deo (1985)** found that the objectives of practical programmes in teacher education institutions cannot be achieved due to lack of time. Besides lack of time, lack of proper guidance and lack of facilities prevent the trainees to do their best in this regard.

**Mishra (1989)** in his study of teacher education programme at primary level reported that the primary teacher education curriculum did not specify the aims and objectives, although the objectives of different content areas were specified; however the curriculum did not suggest learning experiences for the realization of the proposed content objectives. He further reported that a large percentage of training schools did not have the required physical facilities. There were no fixed criteria for selecting and posting of teachers in training schools. Majority of training schools reported that they found the syllabus heavy. The training schools were faced by problems of heavy work load, inadequacy of equipment, lack of expertise, paucity of funds, non availability of practice teaching schools etc.

**Bordoloi (1990)** has studied different aspects of teacher education in Assam such as backlog of untrained lower primary teachers, practice teaching and evaluation procedures. The study revealed that i. There was a lack of physical and educational facilities in teacher education institutions ii. Organization and evaluation of practice teaching were not scientific. iii. Supervision of practice teaching was not satisfactory.

**Prof. Yashpal Committee Report (1993)** on "Learning without Burden" noted that " inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in school. The content of the programme restructured to ensure its relevance to the changing needs of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self learning and independent thinking " (Prof Yashpal Committee report, 1993). He further enlisted some suggestive measures about pre-service and in-service teacher education. In the context of constructing a

new self-image of the teacher pre-service training is a key but elusive area of reform. Past attempts to improve teacher training programmes and institutions have met with rather limited success. By and large, teacher training continues to be isolated from mainstream academic areas related to education. In-service training too in most of the place, has assumed the character a ritual devoid of academic substance or the capacity to stimulate. The current efforts to provide statutory status of the NCTE may perhaps make some impact on the weak training that is generally available in the country to people, who want to work with children, especially young children.

**Govinda (1996)** described the importance of teacher education and professional development. According to him teacher educators should help teachers to develop their insights into the practical theories, which structure their practices. Professionalism could only be developed on an ongoing basis through experiences and experimentation. Training only helps one to feel more confident as a teacher. Teachers professional development, within and outside classroom is product of their effectiveness and participation in educational opportunities, that will enhance and extend their growth and development. In addition, professionalism among teachers is built through a support system from colleagues.

**Delors, et al (1996)** opined that a rethinking of teacher education is necessary in order to bring out in future teachers precisely those human and intellectual qualities that will facilitate a fresh approach to teaching. They pointed out that the importance of teachers in basic education and improving teachers qualifications are tasks which all governments must address themselves. The measures are needed to recruit future teachers from among the most motivated students. Thus improving the quality and motivation of teachers must be a priority in all countries.

**Mayers and Simpson (1997)** discussed in their study about Revising Teaching and Professional growth. According to them, teaching as professional practice and teachers as professional practitioners. They also pointed out that school as the centre for teacher learning, and teaching as investigative of problem, identification of problem, solving the problem and a culture of inquiry. Teacher as scholar practitioner: and according to their views, professional knowledge included-(1) Subject matter content knowledge (2) Pedagogical content knowledge (3) Curricular knowledge (4) Teaching knowledge (5) Practical knowledge (6) Tacit knowledge and Professional knowledge constructed from practice and in the context of use. According to them teacher education needs to be re-conceptualized. Instead of being the

delivery of ideas, competencies and values to teachers, it needs to be thought of as the helping of to educate they are pledged to serve. To the extent that teaching is professional practice. Investigative problem identification and problem solving teacher educators need to be co-problem solvers and co-investigators. To the extent that professional learning is a matter of intellectual construction, to educators need to be constructors and co-learners. To the extent that schools are learning communities, teacher educators need to be professional participants- committed fully to serving the schools 'mission'.

**Venkataiah (1997)** explored the impact of inputs like adequacy of staff, student personal activities, academic and auxiliary facilities, co-curricular activities and practice teaching provided in elementary teacher education institutions [DIETs] on the teaching competency of pre service teachers in Andhra Pradesh. Employing multi stage random sampling technique 600 student teachers from DIETs of three regions of the State were selected. Data were collected through teaching competency scale and a questionnaire and were analyzed by employing the't' test and 'ANOVA'. Student teachers were given freedom to teach lessons of their choice to elementary school children and teaching competence scale was administered to them during practice teaching programme. The study revealed that student teachers belonging to DIETs with partially adequate staff were superior in teaching competency in comparison to their counterparts in DIETs with inadequate staff. Individual guidance to improve subject knowledge, system of tutorials and academic facilities had positive impact on the teaching competency of student teachers. The sampled DIETs did not have facilities of medical aid, employment guidance services, and coaching classes for competitive examinations.

**Panda (1997)** described the importance of DIET's in Teacher Education. The DIET which occupies a corner stone in the hierarchical structure of Teacher Education is located one for each District and is staffed with deviations from the norm recommended by the MHRD. In most cased round pegs are fitted in square holes. Thus in spite of the best efforts and constraints they are able to organize pre-service Teacher Training Programme for elementary school teachers (50 in a batch) and are organizing a couple of in-service teacher training programmes. The expertise and infrastructure facilities being limited, the quality of output is obviously questionable. The DIET which occupies a pivotal place in the scheme of Teacher Education needs to be strengthened by competent personnel fairly of longer tenure and after being exposed to the roles and functions of the DIETs.

**Srivastava, Sodha, and Vashistha (1997)** opined that the training programme is not serious and professional but casual and liberal; at best one learns about education and does not acquire teaching ability to an adequate extent. The practice teaching is mare and nobody fails in this aspect which indicates the importance given to it. The nature of teacher education has to change from the present predominantly liberal one to highly professional one.

**Rout's (1997)** research on 'organization of student teaching programme' revealed that: i. Pupil teachers were not being properly exposed to lesson planning, art of asking questions, handling of audio visual aids and designing improvised aids. ii. Adequate number of teaching aids and equipments are not available according to demand of pupil teachers. iii. Feedback to pupil teachers is almost nil.

**Arora and Panda (1999)** plead for the restructuring of teacher education programme. They say that considering the deterioration of teaching and teachers, the teacher education system requires a complete overhaul rather than minor modification, in its different aspects.

**Kumar (1999)** opined that the regularity norms set by NCTE have helped in improving the infrastructural facilities of institutions indirectly enriching the teacher training programmes. The inadequacies in the primary teacher education programmes in Kerala were mentioned by Hariram (2000). They are related to admission procedures, curriculum, administration, infrastructure, evaluation procedure etc. Studies conducted on teacher education in various states by NCTE (1999, 2000b, 2001a, & 2001b) threw light to the growth, development, problems and issues of teacher education in the states of Bihar, Tamil Nadu, Gujarat and Maharashtra respectively.

**Pal and Sharma (2000)** indicated that the present teacher education curriculum is too much theoretical. The large component of theory papers has hampered the growth of practical and pedagogical aspects of the programme.

**NCTE, (2000)** in its report pointed out the issues and weakness of DIETs in Kerala. All DIETs possess qualified principles, senior lecturers and lecturers with M.A. M.Ed. having minimum of three years teaching experience. They are good at organizing camps, processions and other similar programmes. But their professional capacity as teacher educators needs to be improved in respect to teaching ability and doing research. Competencies expected of a teacher educator need to be improved in certain cases as many of them have acquired their professional degrees (B.Ed./M.Ed.) through

correspondence courses. Teachers are recruited on the basis of merit and interview by a special board constituted by the Government. All DIETs are run by the Government of Kerala. Most of the staffs in the DIETs are deputed for seminars, workshops, conferences and also orientation programmes organized by NIEPA, NCERT, and SCERT etc. A few teachers participate in the development of instructional materials and teaching aids. The DIETs organize various programmes of the Department of Education and District Primary Education.

**Nagpal (2001)** pointed out the major defects of school experience programme of elementary teacher education. Some of them are: lack of continuous, objective and integrated assessment of trainees, lack of cooperation and support from practicing schools, lack of minimum required infrastructural facilities in the cooperating schools and poor perception of student teachers towards teacher educators and teaching profession.

**Kaul (2003)** studied the teacher education in Himachal Pradesh and he found that there is hardly any application and use of innovative practices such as role playing simulation, micro teaching, team teaching etc in any of DIET. Non availability of expert teachers in educational technology, inadequate accommodation, lack of infrastructure and funds are major constraints in the effective utilization of educational technology in various in-service and pre-service training programmes. Seminars are the most preferred method of training of the pupil teachers in respect of adult education, non formal education, multigrade teaching and population education in the DIETs. There is no provision for training of teachers for imparting instructions to disabled students and disadvantaged group and there is no provision of guidance and counseling sessions for teacher-trainees with regard to opportunities for the employment. Research area is the weakest area of the DIETs.

**Nair (2003)** reported that the student teachers of primary teacher education institutions face numerous problems regarding teaching practice, curriculum, and availability of time, library and laboratory facilities and co-curriculum activities.

**National Knowledge Commission (2009)** report states that the training of teachers is major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most of the States. Hence it is important to the institute responsible for imparting the training to teachers to take immediate steps to improve initial training curricula.

**NCERT (2009)** has conducted a study on Comprehensive evaluation of centrally sponsored scheme on restructuring and reorganization of teacher education. This study emphasizes the need of reorganization and reconstruction of teacher education institution providing training to pre service and in-service teachers as per the direction of NCF-2005.

**Sood (2010)** in her study "Elementary Teacher Education In Haryana-Re-envisioning the Role of DIETs" she found that DIETs of Haryana are facing problems in many areas like internal structure and facilities; training programmes; institutional management; and field studies, action research and experimentation. In brief the findings of the studies in specific areas were: 1) DIETs buildings were by and large very poorly maintained and the common complaint was a lack of funds for maintenance. 2) Internal structure is another problem of appointing staff in the DIETs. Present practice of interchangeability of the Staff between DIETs and education Department/ schools. 3) Pre-service training forms a pivotal activity in the DIETs, in a routine manner devoided of any creativity. There was an occasional use of demonstration, microteaching methods, transaction through lecturer method. Academic facilities provided in DIETs, such as computers, OHP, VCR etc. are not regularly used. Students had a minimal interaction with the principal and with their teachers outside the class rooms. Space was not created for peer learning. A gross dissatisfaction expressed by the students about the poor physical facilities in these DIETs. Many observations like: teachers were not qualified, involvements of teachers in non academic tasks, lack of punctuality, uninteresting training methodology, lack of objectivity in students evaluations, negative attitude of teachers' were the clear expressions from the students were obtained. 4) The present arrangement for in-service training programmes did not create any space for teachers to raise the real problems based on the actualities of the classrooms. Passive participation of teacher was encouraged. Lack of funds also posed problem and result in cancelling of programme. 5) SCERT was only exercising administrative and financial control over DIETs. There was a little evidence of the academic input by the SCERT. Specials programme for the capacity building of DIETs principal were needed. DIET faculty needed guidance to conduct research independently.6) DIETs had not been able to established proper linkage with state, district as well as sub-district level agencies working in the field of elementary education.

**Goel D.R. & Goel C. (2012)** in their study "***Education Scenario in India: Current problems and Concerns*"** intended to study the quality of Teacher education in India. Their study focused on various problems of Teacher Education. Major findings are:

- There exists many TTIs and there exists inequity in all TTIs in terms of Enrolment, Facilities, teacher educators etc.
- There are quality crisis in most institutes
- Non-professional attitude of teacher educators.
- Recruitment of Teacher educators; no norms followed by some TTIs.
- No effective pedagogical model is adopted to train Pre-service trainees
- Most TTIs do not conduct researches
- no alignment with other stakeholders

**Bhuiyan (2013)** in his study ***"Primary Teacher Education in Bangladesh;-A critical Study"*** examines the success and failure of the implementation of Primary Teacher Education and its programme in Bangladesh. Major objectives of the study were:

1. To studies the historical development of pedagogical institution in Bangladesh.

2. To study the status of primary teacher education in Bangladesh with regards to

    i. Implementation of programme.

    ii. Curriculum and course of study.

    iii. Physical facilities.

    iv. Teacher and their training.

    v. Evaluation.

3. To study the strategies for the implementation of the programme.
4. To study the problem for the implementation and of achieving the aims at the programme.

For this reason investigator prepared five questionnaires to carry out his research study. Major findings of the study are:

- There are insufficient number of Teacher Education institutions in Bangladesh
- These training institutes run one year certificate course in education (C.in Ed.)
- Physical facilities are not adequate

- Curriculum is not effective
- Teacher Educators find it difficult to complete the training in one year.
- Not sufficient days for Practice teaching etc.

**Paul K., Katoch & Sunil K. (2014)** in their study ***"Status of District Institutes of Education and Training in Himachal Pradesh"*** the investigators/authors purposes to examine the status and functioning of DIETs in Himachal Pradesh. This study focuses on finding the status of DIETs, Staffing pattern, Availability of Physical Infrastructure, Teacher Educators and other non-teaching staff and role and functions of DIETs. For this, author used Survey technique under Descriptive method of research. Data was collected through Questionnaire, Interview Schedule and Observation Schedule.

Major findings are:

- Infrastructural facilities in most DIETs is poor
- There is inadequacy of space such as play grounds, Laboratories, Library, Classrooms, Training and Seminar Hall etc. The study reveals that Most DIETs did not have play grounds, no proper accommodation for staff; most classrooms are overcrowded, non availability of auditorium etc.
- Intake capacity of Pre-service Trainees is beyond the intake capacity prescribed initially. Hence Pupil Teacher Ratio is not maintained.
- There are no financial provisions made for maintenance of physical infrastructure.
- All DIETs have hostels but in poor condition.
- Libraries are non functional and these do not fulfill the conditions of MHRD. Moreover there are no budgetary provisions made to upgrade these libraries since establishment of these institutions.
- Equipment for ICT and computer are available but non functional.
- Laboratories are not functional; material is available but due to inadequacy of space no separate room is available.
- There are many posts of Teacher Educators which are lying vacant. Moreover, most Teacher Educators are on deputation from department of Higher education.
- Quality of leadership is poor.
- No professional upgradation of Teacher Educators.

- No or limited linkage with institutes of higher education such as SCERT, NCERT, NUEPA etc.

It is evident that studies related to Primary teacher Education conducted so far that these Institutions faced teething problems, suffering from several inadequacies due to which they were not able to satisfactorily look after the educational and professional needs of teachers working in primary schools and carry out other responsibilities.

Primary Teacher Education Institutions faced problems related to human resource support for the smooth functioning like vacancies of teaching and non-teaching staff, qualification of teacher educators, and non-functional nature of academic branches.

Some studies reveal that the present teacher education curriculum is too much theoretical. The large component of theory papers has hampered the growth of practical and pedagogical aspects of the programme. Some of the researchers found that considering the deterioration of teaching and teachers, the teacher education system requires a complete overhaul rather than minor modification, in its different aspects.

The review, however, helped in establishing the need and scope of the present study. Therefore, a descriptive study of Elementary teacher education in Himachal Pradesh with an impression to suggest measures to empower the state to discharge their responsibilities more productively has been undertaken.

**SIGNIFICANCE OF THE STUDY**

Educational research should bring an increased understanding of the present and lead to further modification and improvement in the educational practices if it is an applied research, and it should add to the existing stock of knowledge if it is fundamental research. The present study analyses the existing programme of teacher preparation at Primary level and therefore it falls under the category of applied research.

The broader objective of the present study is to bring qualitative improvement to the existing Elementary teacher education programme in Himachal Pradesh. The study aims at knowing the perceptions of Heads of Teacher education Institutes, Teacher educators and Pre-service trainees regarding the Pre-Service Training programme.

"*Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible*

*professional preparation and creating satisfactory conditions of work in which they can be fully effective*" (Report of the Education Commission -1964-66, 1970, p.84).

There are numerous factors which play a significant role in professional development of teachers. Any nation undoubtedly depends on its Education System for sustainable and planned development; education system in turn depends upon the quality of teachers imparting education. Hence Teacher is pivot of the system and Teacher Education in the main source. To have teachers of high quality, competence and character, the professional development of teachers should be done in best possible way.

A comprehensive teacher education programme may help in producing quality teachers. Presently Teacher Training Institutes are given the responsibility of providing Elementary pre-service education and training in Himachal Pradesh. The number of TTIs in Himachal Pradesh has almost doubled in the last ten years of duration. Even though these institutions were established accordingly, there is a chance of deterioration of quality of teacher education programme. This may be due to various reasons such as commercialization in teacher education and non-observance of standards and norms regarding various aspects. NCTE's (2000a) study pointed out many of the shortcomings in the functioning of teacher education in India like lack of physical facilities, lack of modern laboratory equipments, non-utilisation of available facilities, insufficient staff etc. It is a fact that to prepare competent and commitment oriented Primary teachers, a sound system of teacher education with full fledged man, material resources and a forward looking curriculum is inevitable. From the study of literature, it is found that there is a dearth of exhaustive studies pertaining to present Primary teacher preparation in Himachal Pradesh. Therefore a study explicating the extent of quality, and problems and prospects of Primary teacher education programme will be a great help to all those who are related to teacher education.

Hence there is every need to look into the status of Elementary teacher education institutions from various angles and to study the situation on the basis of opinions of principals, teacher educators and Pre-service Trainees who form a part and parcel of the teacher education programme. So the present study is an enthusiastic effort in this direction.

**RESEARCH QUESTIONS**

1. What is the status of Elementary Teacher Education in Himachal Pradesh?
2. How quality in Teacher Education impacts school education?
3. What is the professional development of Heads, teacher educators and Pre-service teachers in the field of Primary teacher Education?

## STATEMENT OF THE PROBLEM

**"A STUDY OF ELEMENTARY TEACHER EDUCATION IN HIMACHAL PRADESH"**

## OBJECTIVES OF THE STUDY

Following are the objectives of the present study:

1. To identify the major constituents of Elementary Teacher Education.
2. To study the present status of Elementary Teacher Education in Himachal Pradesh with respect to the constituents identified.
3. To find out how far the objectives of Elementary Teacher Education have been realized in Himachal Pradesh.
4. To study the perceptions of Heads, Teacher Educators and Pupil teachers of Elementary Teacher Education Institutions of Himachal Pradesh regarding two year D.El.Ed. Programme and its implementation.
5. To identify the problems faced by Teacher Education Institutions in their functioning.
6. To suggest the measures for effective functioning of Teacher Education Institutions.

## DELIMITATION OF THE STUDY

- The present study shall be confined only to two years D.El.Ed. Pre-Service Teacher Education programme.

## RESEARCH METHODOLOGY

Descriptive survey method will be used to collect data from the target population. Data will be collected from Primary as well as secondary source such as Directorate of Education, DIETs, Colleges of Teacher Education and various reports on teacher Education published time to time. Simple Random Sampling technique will be used to select the sample.

**SAMPLE AND SAMPLING METHOD**

| S. N. | Population | Sample selected | Sampling Technique used |
|---|---|---|---|
| 1. | Teacher Training Institutions<br>Total= 31<br>(Government= 12; Private= 19) | Government= 06<br>Private= 10<br>**Total=16**<br>(50% of the total population) | Simple Random |
| 2. | Teacher Educators | Head of Institution=1<br>Core faculty= 09<br>**Total = 10**<br>(10 members from each sampled institution)<br>**Total Teacher Educators = 160** | Simple Random |
| 3. | Pre-Service Trainees | **10 students per unit**<br>(1Unit= 50 Pre-Service Trainees) | Simple random |

**TOOLS**

Keeping in view the nature of the study following type of tools would be used by the investigators for the collection of the data:

1. **Schedule/Check list** for Teacher Training Institutions to study the status of these institutions.
2. **Questionnaire 1**: Questionnaire for Teacher Educators to study their perceptions about Pre-Service Training Programme, problems faced by them and suggestions for effective functioning of Teacher Training Institutions in Himachal Pradesh.
3. **Questionnaire 2:** Questionnaire for Pre-Service Trainees to study their perceptions about Pre-Service Training Programme, problems faced by them and suggestions for effective functioning of Teacher Training Institutions in Himachal Pradesh.

   (These questionnaires shall have both closed ended and open ended items)
4. **Observation/Interview schedule:**

   Data shall be collected through direct observations, discussions with the beneficiaries or peer groups.

**STATISTICAL TECHNIQUE**

Depending on the type of data, appropriate parametric & non-parametric statistics will be applied.

**BIBLIOGRAPHY**


***1.*** Banerjee(1967). *Training of Primary Teachers in India.*

***2.*** Sinha (1980). *Study on impact of Teacher Education Programme on the professional efficiency of teachers.*

***3.*** Srivastava (1982). *Study on the effectiveness of Teacher Education Programme of Avadh University.*

**4.** Mishra, A. (1989). *A study of the teacher education programmes at the primary level. In Fifth survey of educational research* (Vol. 2, pp. 1146-1147). New Delhi: NCERT.

**5.** Acharya Ramamurthy (1990). *Report of the Committee for Review of National Policy on Education.* Towards an Enlightened and Human Society. New Delhi: MHRD. pp.72-74.

**6.** Prof. Yashpal Committee Report (1993). *Report on " Learning without burden"*.

**7.** Arora, G.L., & Panda, P. (1999). *Restructuring teacher education: need for paradigm shift*. *University News, 37* (20), 1-9.

**8.** Government of India (1992). *NPE 86 Programme of Action 1992*.Department of Education, MHRD: Government of India, p.28.

**9.** Government of India (1992). *NPE Programme of Action.* New Delhi: MHRD. Department of Education. pp.18-22.

**10.** Kaul Lokesh (2003)**.** *Teacher education in Himachal Pradesh*. NCTE, New Delhi. pp124-126.

**11.** MHRD (1998). *District Institute of Education and Training- Guidelines*. Government of India, Department of Education, New Delhi.pp7-8

**12.** NCTE (2000). *Teacher Situations in Kerala, Current Status, Issues and Future Projections.* New Delhi: pp. 75-77.

**13.** NCTE (2009) *National Curriculum Framework for Teacher Education- Towards preparing professional and Humane Teachers*; NCTE document 2009/10

**14.** MHRD, GOI (2011) *Report of the working group on teacher Education for the 12$^{th}$ five year plan*- department of school education and literacy.

**15.** Goel D.R. & Goel C. (2012). *Teacher Education Scenario in India: Current problems and Concerns.* MIER Journal of educational studies, Trends and Practices, November, 2012; Vol. 2, No.2 pp.231-242.

**16.** A.N.M. Shifiqur Rahman Bhuiyan (2013). *Primary Teacher Education in Bangladesh;-A critical Study*. Department of Education, Assam University, Silchar.

**17.** Krishna Paul, Kuldeep Singh Katoch & Sunil Kumar (2014). *Status of District Institutes of Education and Training in Himachal Pradesh.* Department of Education, Himachal Pradesh University, Shimla. Vol.3 Issue 10(1), October 2014, IJMER